

NEW JERSEY COLLEGES:

COLLEGES and the FUTURE

State Aid May Avert Educational Tragedy in Next Generation When Even Tripling of Existing Facilities Would Benefit Only Half of Estimated 150,000 Eligible Students

This is the last installment in a series of 27 articles which not only described New Jersey's colleges and universities, but also told the story of the growth and traditions of individual colleges within the state, pictured the roles of these institutions in modern education and explained how they planned to meet what has been called "an impending tide of students."



HE'S your Johnny. Somehow, despite all the hand-wringing and four best-selling predictions way back there in the 1950s, he learned to read—well enough so that now in the year 1970 he's in the top tenth of his high school graduating class. He's pretty fair in a ball game. He's good in math, excellent in the sciences; just what the country needs. Of course he'll go to college.

Or she's your Janie. She learned to read, too—she's in the top third of her class and she's a bubbling, dynamic leader. She's class president, active in sports, a dramatic star, a worker on the school paper. She's a dream in a formal and a jukebox baby in jeans. Janie is also just what the country needs in 1970. Of course she'll go to college.

Don't be too sure!

In fact, if you live somewhere between High Point and Cape May, get ready to be pessimistic. The challenges to be faced by New Jersey's colleges and universities in the next generation stagger the imagination. Johnny's and Janie's brains and complete desirability won't insure college for them in 1970—and neither will that annuity you are struggling to maintain so that your son and heir can get an education.

BALD statistics tell a chilling story. By 1973 there will be roughly 500,000 college-age Johnnys and Janies in New Jersey. There is no quarreling with that figure—these Johnnys and Janies are already born. They are here, and even as they dump their Pablum and cradle their dolls they move inexorably toward college doors.

How silly can someone get, thinking

By **JOHN T. CUNNINGHAM**

about college for that bundle of fluff who can't even talk? Better think of it; today—nationwide—more than 30 per cent of young men and women attend college. If the same percentage of 1973's half-million New Jersey eligibles want college, that's 150,000 students. If 50 per cent want to go, and there are strong indications that may be reasonable, that means 250,000 New Jersey boys and girls seeking college.

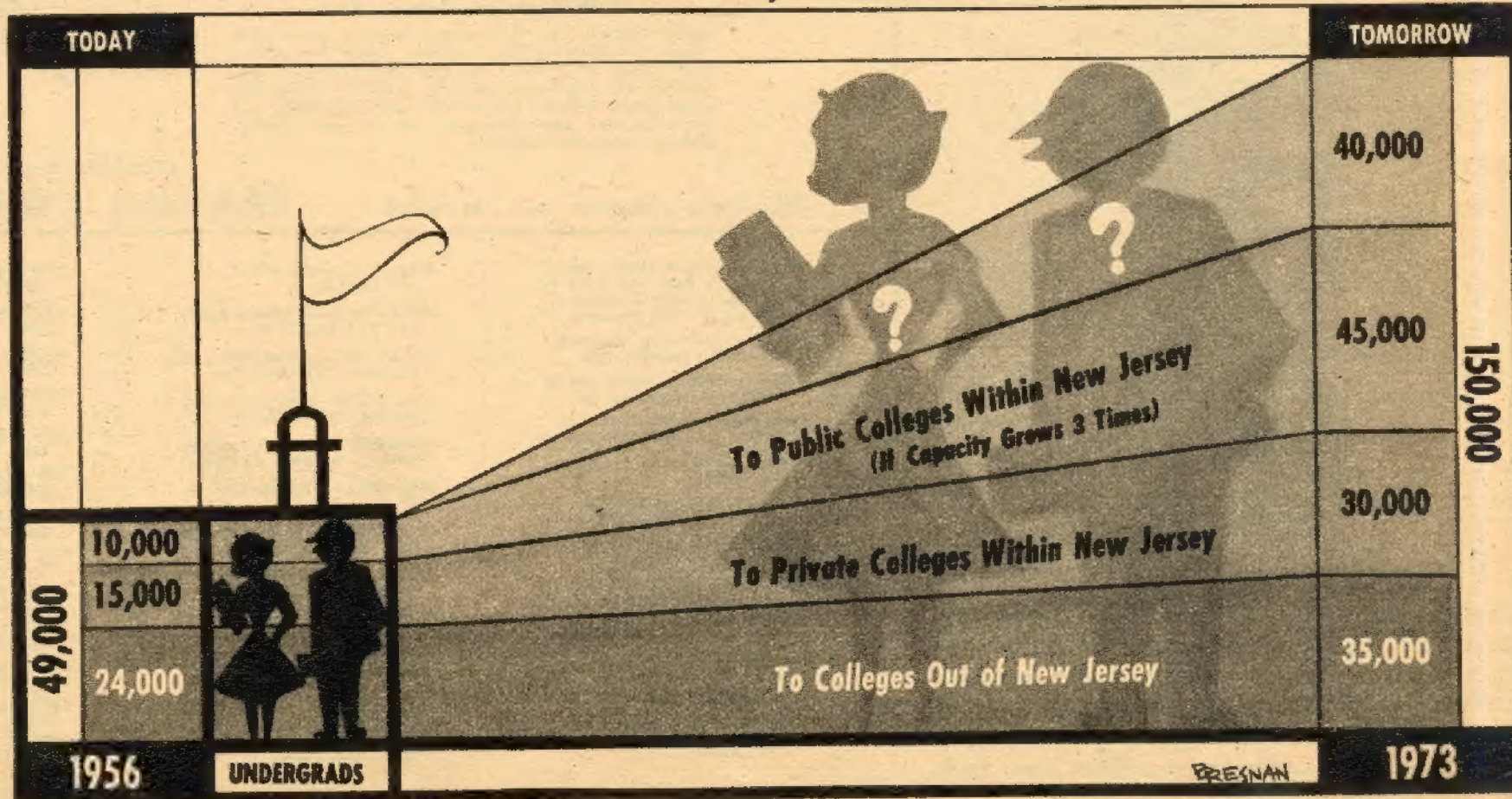
Many forces push upward the demand for college. More students finish high school; far more than even 15 years ago. High school guidance is constantly improving. As one or both parents get a college degree or attend college for a period of time the desire to have their children go to college increases. Advancing technology is calling for more college graduates. The American dream of equality is coming true in some measure

because of higher education. The percentage of college attendees can't help but continue to rise.

NOW close in on the problem. This year some 28,000 of New Jersey's young men and women are undergraduates in out-of-state colleges. This number won't increase much. Private colleges in other states talk constantly of a 15 per cent or so ceiling on enrollment increases. At the same time, taxpayers in many states are grum-

(Illustrations by Jim Bresnan)

Where Will Johnny and Janie Go?



Princeton's Holder Tower



"Old Main" at Upsala



College for the undergraduate is many things including architecture, easy times and good fellowship.



Bishop Campus at Rutgers



Lawn forum, St. Peter's

bling about helping subsidize education for nonstate students (and they aren't pleased with the high proportions from New Jersey).

Thus, it's improbable that more than 35,000 New Jersey college boys and girls can go out-of-state in 1973, and this is an unlikely rise of about 50 per cent. Even if Johnny can't read, he can figure: that leaves a minimum of 115,000 who must be college trained in New Jersey. That's on a 30 per cent attendance; on a 50 per cent attendance the figure is 215,000. These aren't abstract numbers. Each of these is a bright, healthy, normal boy or girl.

New Jersey's privately financed colleges, with rare exceptions, are talking about limiting enrollment, too. Some 15,000 full-time undergraduates now attend New Jersey's private colleges. In the improbable event that this total rises 100 per cent overall (a percentage increase likely to make many a college president choke), that would mean only about 30,000 in the state's private colleges in 1973.

See the ring closing in on Johnny and Janie? Anywhere from 85,000 (minimum) to 185,000 (potential) students still left over after private colleges and out-of-state colleges have their say. Public or quasi-public facilities at the several branches of Rutgers, the six teachers colleges and Newark College of Engineering now could handle an estimated 15,000 crowded full-time students without becoming chaotic. Double that—no, triple it, to 45,000 students, a fantastic number, and even so there are anywhere from 35,000 to 135,000 without seats (depending on whether 30 per cent or 50 per cent want college).

IF THIS seems like one man running off in panic at the sight of a few statistics and the use of some elementary arithmetic, it isn't. These projections are essentially what will be contained in a report to be submitted next month to the New Jersey Legislature by a state-appointed commission making the first comprehensive examination of New Jersey's higher educational

needs. These are careful, documented calculations, based on a year's study.

Some powerful voices are being raised against growing numbers of people going to college. Last fall, for example, Kenneth C. Royall, former secretary of war under President Truman, told the New York State Conference on Education that perhaps the nation would best meet the booming enrollment crisis by reducing or restricting the numbers attending college.

"I am sure, said Mr. Royall, "that thousands are streaming into colleges not actually for educational purposes but for social or athletic or other purposes which bear little if any relation to good education."

Mr. Royall undoubtedly has something there, although reading about the "good old days" in college (say the coonskin coat and Stutz Bearcat era of the 1920s) would indicate this is nothing new. When he suggests restricting the numbers attending college, however, Mr. Royall leaves unanswered these questions: Who will

bell the cat? Who will say which boy goes to college and which three boys stay home and work on the road gang?

THERE will be no turning back the college tide, nor is there strong evidence that most people want to turn it back. The situation facing the nation in general and New Jersey in particular is tremendous; it can't be resolved by heads in the sand. It is not something to concern college presidents alone, either. It will require the thinking of every parent who considers college for his brood.

This series has sought to show that New Jersey has a wide range of colleges, of many sizes and many philosophies. Nonetheless, with rare exceptions, most of the private colleges have said quite plainly that other than modest expansion is out of the question. Some have talked about 15 per cent increases, some 25 per cent increases, very few more than that. Only Seton Hall University and Fairleigh Dickinson College of the private colleges seem willing to tackle higher education on a huge scale.

The reasons for restricted enrollment are varied. There is the oft-expressed belief that quality and smallness are synonymous. There are colleges with little campus left on which to grow. Some of New Jersey's colleges recognize their admissions standards have been broadminded (to be charitable); they hope to improve quality by tightening admissions requirements and thereby cutting back enrollment. There is the continuing problem of getting enough faculty members for even the current enrollments. There is the all-too-real pressure of limited funds.

COLLEGE presidents are aware that in turning their backs on mushrooming demands for higher education they may be alienating themselves from the world around them. President Harold W. Dodds of Princeton had said it this way:

"Can Princeton as a living organism set her face against growth in size while the nation continues to grow in size? If we say arbitrarily that we have found the mystic figure of about 2,800 to 3,000 undergraduates, will we become a static institution in a dynamic society?"

If private colleges avoid the tremendous challenges facing New Jersey, then the only alternative is tax-supported public education. Consider what that can mean in New Jersey, where the question of public higher education has been avoided consistently with the same legislative skill so long useful in avoiding most of the state's major deficiencies.

President Lewis Webster Jones of Rutgers University estimates that merely to catch up to present Rutgers needs, between 50 and 60 million dollars should be forthcoming soon in capital expenditures for buildings. That's just to catch up. Newark College of Engineering is embarked on a three-million-dollar building program—to catch up. Bear this in mind: They are not getting ready for the flood—they are repairing weaknesses of the past.

No one can even guess what it might

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Educational network might include television to extend classes as shown at Montclair State. Well-populated laboratory (left) points up full time use of facilities at Newark College of Engineering and parking lot (below) aids Fairleigh Dickinson students at Rutherford.

HIGHER EDUCATION and the FUTURE

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cost to build in New Jersey public or private facilities capable of educating 150,000 to 200,000 college-age boys and girls. One billion dollars? Two billion? It depends in large measure on where new buildings are erected, how they are built and how efficiently they will be used.

MUCH of the problem thus boils down initially to money, without regard whatsoever to philosophies about whether public or private higher education is best for an individual. Money is essential—whether it comes in a trickle of funds from loyal alumni, in greatly increased gifts to private colleges from business and industry, or in a higher tax rate to finance public colleges or universities.

Buildings do not in themselves a college make, of course, and therein lies the second, and possibly the most pressing part of the problem. Where can adequately prepared college faculty members be procured?

Right now colleges are hard pressed to recruit new faculty members, in large measure due to their inability to match starting salaries paid by business and industry. College professors or professors-to-be have gotten smart; they are beginning to consider private industry, where the pickings are better and where they normally won't have to spend wearing years seeking higher degrees.

THE thick, black headlines announcing the Ford Foundation gift to raise college faculty salaries might have made the future look rosy for the cap-and-gown set. But, reducing the Ford millions to an individual basis, it meant an average \$5-per-week raise per faculty member in colleges receiving the money. Not all colleges, by any means, received even this largess. The Ford money is a start in the right direction. It is far, far from a complete answer.

In matters of money there is some evidence that colleges in this state and elsewhere are undervaluing their product. Many private colleges in New Jersey declare that a student pays only 65 to 80 per cent of the cost of his education. Anyone who has tried to find a parking space on the typical New Jersey campus must weigh that deficit financing against the millions of dollars' worth of undergraduate automobiles spread over the college greenwards.

Take as an isolated instance a recent survey at Fairleigh Dickinson college. It showed 77 per cent of the college's 6,450 students drive their own cars to classes. That's 4,900 automobiles. Value each car at \$500 (that's conservative; Joe College today doesn't drive a beat-up Model T). The result: something like \$2,450,000 worth of student-owned (or student-financed) steel and rubber on just one college campus! The story is similar in many other places; so serious that parking is at a premium everywhere.

THIS isn't to say that college students shouldn't have automobiles or that they don't require such transportation. Automobiles are especially necessary at urban colleges and universities such as Fairleigh Dickinson, Newark-Rutgers, Seton Hall and Rider, where dormitory facilities are limited. Still, as one college president recently said:

"Does a democratic social philosophy require public or private institutions to subsidize students who drive to the college gates in new convertibles?"

Students aren't going to give up automobiles, of course; many would give up college first. It's equally probable that colleges won't increase tuition to cover full cost of an education. The oncoming rush of students must require money from other sources. It should also call for some re-thinking of use of college facilities.



One question pops constantly into the mind of someone touring college campuses: he wonders where are all the students? He peeps in classrooms, sees them empty much of the time. He walks in laboratories, is as likely as not to find only emptiness. Often, particularly in the winter, he sees few students crossing the campus (the spring sun brings them out). Again there are exceptions—particularly in the busy, teeming urban colleges—but these exceptions do not make the rule.

This is the point: A preponderance of colleges never has made full use of facilities. When pressed, college administrators admit it. Many a classroom is reserved for the special hallowed purpose of a single professor or a single course. Even parts of the state university still cherish the time-honored notion that science laboratory sessions aren't held mornings (a tradition which nearly all private colleges find most difficult to shake).

Then there are the vacant halls after 4 p.m. in many colleges, particularly in most private liberal arts colleges. Rutgers University makes ample use of most facilities at night, yet there are only limited evening classes at Douglass College. State

teachers colleges close their doors for the most part in the late afternoon. This means, of course, that while costs go on, usefulness (and, in a crass vein, revenue) ceases.

REACHING out beyond mere adequate use of physical facilities, there is a hard core of serious thinking about whether some college teaching methods may not be badly outmoded. There are those college presidents who wonder, for example, if a top-notch college lecturer wouldn't be just as effective in front of a large class of hundreds as in front of a class of 15. Conversely, of course, a small class in no way improves the quality of a poor professor (and, sadly enough, they exist).

There are some college presidents who are reaching an awareness that not all future college teachers can come or must come from the graduate school mills. One bottleneck in increasing the size of college faculties has been the rigid system of advancement based on graduate study and the more or less inflexible belief that the ability to be a professor goes hand in hand with a Ph.D.

College in 1973 almost surely will

be for most students a vastly different experience from college in 1956. Certainly far more colleges will open their facilities to evening classes. Certainly they will dismiss much of the luxury of "single use" classrooms. Certainly they will seek faculty members beyond the pale of graduate schools. They will use television and modern devices available to spread knowledge to wider groups of people. This may be a "watering down" of culture, it may be ruining the classicism of the Greeks and Romans—but it will be a realistic coping with a situation far unlike anything ever faced by colleges before. College may not be like today in all externals—but that is no assurance it will be worse; it will just be different. It could be better.

ONE facet of New Jersey's higher educational pattern certain to be dramatically highlighted in the coming few years is the absence of college facilities outside of the corridor linking New York and Philadelphia. There are no general college facilities below a line drawn from Asbury Park to Camden (excepting Georgian Court, a small women's college, and Glassboro State Teachers College). There are no general-purpose colleges west of Morristown (except for Centenary Junior College in Hackettstown, a small, exclusive women's college).

These are rural areas, and some recent studies show a surprisingly low percentage of students from these college-less areas go to college. Some have as few as 15 per cent, most have fewer than 20 per cent. Several New Jersey counties this year have fewer than 100 full-time freshmen in college. Obviously there is a very high correlation between college proximity and ability or desire to gain a higher education. This most definitely places a premium on opportunity.

The South Jersey area is sure to demand college attention soon, as the Garden State Parkway brings an increasing population down one side of the region and the rapid industrialization of the Delaware River valley brings many families to the other side. These will be families with college orientations, in contrast to native farm families. Most persons concerned with higher education recognize that some start on new college facilities must be made in South Jersey.

MOST commonly proposed for areas where there is a lack of college nearness is a series of public junior colleges—perhaps as many as 10—to be set up at strategic locations. Some propose that several of the teachers college campuses be used for junior college installations as well as for teacher training. Many new dormitories would be built for students from distant regions of the state where colleges are not available. Details are still far from complete, but classes under this plan probably would be held late afternoon and evenings on the teachers college campuses, using idle classrooms and laboratories. There is also a proposal that new community college campuses be built in various spots—say near Atlantic

City, near Bridgeton, near Mt. Holly, near Toms River, near Clinton, near Newton and so on. These would be public colleges, both two-year and four-year institutions, where students would live at home and commute to classes. Junior colleges would take a great deal of pressure off senior colleges, of course—particularly off Rutgers University.

In the last analysis, regardless of what private colleges do to meet the oncoming surge of students, most of the impact will strike Rutgers, the

of six members of an 11-member policy-making board of governors. Those who favor the reorganization recognize that the state must have control if it is to expand increasingly greater sums of money on the Banks of the Old Raritan.

More money inevitably must come. To date the state has given Rutgers in the neighborhood of a mere 12 million dollars for buildings—including the four-million-dollar library nearing completion. Consider the situation at Douglass College, the official

sadness or righteous indignation. Lots of money, right? Yet look at it this way: 150 million dollars spread over New Jersey's more than one million families comes down to less than \$150 per family. Spread that over 10 years and it comes down to about three bottles of Bourbon a year. Or look at it another way: 50 days of racing at Garden State race track in Camden last year netted \$97,738,000 in wagers. The sum of 100 million dollars lends itself to some delightful comparisons.

The rather pertinent fact remains that even if Rutgers had all the shiny classroom buildings and scintillating laboratories and modern dormitories it needs, many thousands of New Jersey high school graduates still wouldn't want the Banks of the Old R. Back to the fore come the private colleges, and a large block of them are talking earnestly about state scholarships.

State scholarships would work this way: They would be for a specified sum (say \$350, more or less), would be given on need (to convertible-less students, probably) and could be used at any college in the state (private or public). There are strong arguments for the state scholarships and there is a neighborly precedent, since New York each year grants 1,700 state scholarships worth \$350 each to be used in any college in the state. New York also gives 100 scholarships worth \$750 apiece for use in medical and dental colleges, plus many other state-backed scholarships. New York scholarships aid now totals \$7,300,000 annually.

MONEY, money, is there no end in sight? Not where college education is concerned. Colleges always have cost money; that's why not too many years ago higher education mainly was limited to sons of the wealthy. State colleges in the West and Far West grasped the notion of public higher education almost a century ago, pushed it to wide horizons. People west of the Alleghenies aren't shocked by taxation for colleges.

New Jersey must take seriously this matter of college-trained people, if for no other reason than the fact that nearly all other states have much broader college opportunities for their young people. Equally important, New Jersey as an industrial and business corridor, uses far more college-trained people (engineers, chemists, etc.) than its percentage of population would indicate. It's hard to justify their being educated at the expense of Michigan or California or other states (although this has been a mighty neat money-saver for New Jersey, to this point).

Look again at Johnny. Can't even hold a spoon today; in 1973 you'll both be poring over college catalogues—New Jersey college catalogues, you can bet. Look again at Janie. Cute as a button in a bonnet today; in 1973 she'll be picking out her high school senior prom dress and be dreaming of college—in New Jersey, about four chances in five.

The problem, therefore, isn't really one reserved for eggheads or for college presidents or legislators or industrialists or big taxpayers. It's your problem. Johnny and Janie are yours.

Educational topography in state has most of colleges grouped in the New York-Philadelphia "corridor."



State University. There is no denying, either, that some of today's great problems of higher education in New Jersey is due to the protracted historical shilly-shallying between Rutgers and the state. As long ago as 1864 Rutgers became a partially public institution. Then, as land grant colleges in other states quickly became true state universities, Rutgers tried to be both public and private.

A LEGISLATIVE act in 1945 made Rutgers the state university but it failed to win the state a major voice—or vote—in controlling state university policies. Current reorganization plans give that control to the state through appointment by the governor

state women's college. In 39 years New Jersey has built just \$850,000 worth of buildings at Douglass—and has not added one single classroom since 1926!

Accordingly, then, Rutgers will seek—and get, in large measure—many, many millions of dollars. If Dr. Jones' estimate of 50 to 60 million dollars to bring Rutgers up to date convinces a legislative committee, then glance ahead. If that sum is right for today, something like three times seemingly would be about right for a tripled enrollment—something like 150 million dollars. Rutgers doesn't throw those kind of figures around, but anyone can multiply.

Look at that 150 million dollars with